

Year 1

Week beginning: 5-7-21

Aims are based on the expected learning for the year groups and tailored to the needs of the individual or group.

P.E.

Learning Objectives: Send/Receive Equipment and React/Respond

- Perform a small range of skills and link two movements together
- Perform a sequence of movements with some changes in level, direction or speed

Activities Based on Jasmine REAL PE Unit 5 Lesson 4

Warm Up: Play a game of Magic Beans - follow the directions and move / make shapes of different beans!

Runner Bean – go for a jog Baked Bean – show how hot you are

Jelly Bean - wobble like a jelly French Bean – wave and shout Bonjour!

Learning Skills

Yellow Challenge From a distance of 1, 2 and 3 metres: I can react and catch a large ball dropped from shoulder height after 1 or 2 bounces.

Green Challenge From a distance of 1, 2 and 3 metres: I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce.

Red Challenge From a distance of 1, 2, and 3 metres: I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.

Skill Application:

Physical Challenge Work with a partner, taking turns as 'catcher' and 'dropper'. The 'catcher' must come up with different ways to start, move and catch the ball(s). Use the ideas below to make the activity more or less challenging depending on how you're finding it:

Easier:	Middle:	Harder:
1 metre	2 metres	3+ metres
Large ball/s	Smaller Ball/s	Smaller Balls
1 ball drop		2 ball drop/catch

- While you practise skills in pairs, choose to be different characters, e.g. Ringo the goblin, Natty the wise wizard, the Fairy Queen. You each need a coloured bib and a coloured cone to represent a spell. When a character holds up their cone it puts everyone under a spell, e.g. a green cone turns everyone into a frog and they have to jump around; a red cone means lots of fire balls scatter around the area (teacher rolls lots of soft balls and children have to jump over them); blue cone means children swap partners; yellow cone means children sit down as quickly as they can. Spells and characters can be changed throughout.

Cool Down: Roll Around - Roll a ball up and down the sides / back / front of your body while standing up
Sit down and roll the ball in circles around your body, stretching behind / in front of you
Still sitting, roll the ball up and down the sides / back / front of your body

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LITERACY

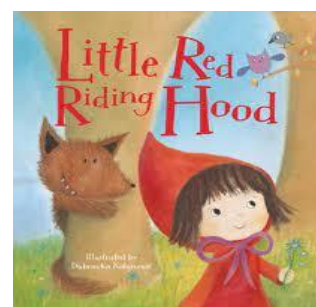
Learning Objectives (Reading, Writing, Spelling & Grammar)

- To retell a familiar story (including character, setting, events in sequence)
- To use descriptive language
- To use simple punctuation correctly in sentences
- To use correct letter formation

Activities

Activity 1/2

- Listen to the traditional story of Red Riding Hood
- Talk about the main characters (people), think of words to describe them
- Create a simple story map or story board showing the main events
- List some adjectives to describe the setting/s (places) and the mood (feelings)



Activity 3

- Write your retelling of the story
- Remember to use capital letters, full stops, finger spaces and adjectives consistently.
- Keep rereading your sentences to check for sense and to think about what happens next
- Make sure your sentences are interesting and describe places and people
- It may take you more than one session to complete this piece of work

Extra Activities

Make a Wanted Poster

- Think about words that describe what the wolf looks like and what he does that is bad
- Draw or colour in a wolf picture
- Add some short captions describing him: eg large sharp teeth, long grey fur
- Then add short sentences saying why he is wanted: he wants to eat children and grannies, he tricks people with a disguise



Write a Thank You Letter

- Write a letter or make a thank you card for the woodcutter
- Explain why you are thankful, saying what they did and what you think about them (eg they saved Red Riding Hood, they are brave and strong).
- You could think of a way to show your thanks (offer to invite them to tea or make them a present)

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Handwriting

(Suggested 10 minutes, 3 times a week if doing some at home)

Learning Objective:

To improve the formation and size of tall and short letters

Activity

Write the words on lined paper or a whiteboard. Start at in the correct place and go down or around first.

Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**

Write these words

First, one, next, because, they

Some letters are tall (we call a part that is higher an ascender) - *l h b*

Some letters are short - *a s n*

Some letters have a 'tail' (we call this a descender) - *p g y*

Make sure all letters start at in the correct place and go down or around first.

Pencils/pens should not come off the paper/board as letters are formed, except to cross on the **t, f** or **x**.

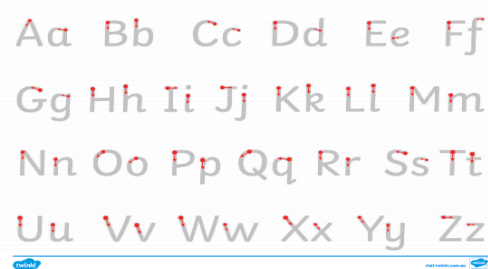


Here is a guide to show how we teach letter formation in school; please encourage children to try to write each letter correctly.

You might like to print one out to keep and use:

www.twinkl.co.uk/go/Code/CP9160

This will help your child see where their letters should begin and end.



Reading

(Suggested 15 minutes, 3 times a week)

Learning Objective:

- **To answer questions about what has been read**

Activity

Children will be reading in groups developing the following skills

- Decoding new words – using phonic and context/picture cues
- Answering questions about what has been read
- Sharing opinions about the book

This week we will especially focus on comprehension skills – answering questions about our books

Online Reading Books can be found at <https://my.risingstars-uk.com/>

Rising Stars reading scheme online - staff have selected books for each child.

You have received a Parent Mail about this with a username and password for your child.

You will also need to enter the 'Centre ID' - **6060655**, in the box below the username and password.

Encourage your child to:

Read independently using phonic sounds and known words

Answer questions about what is read and heard in books, including stories read to them at home.

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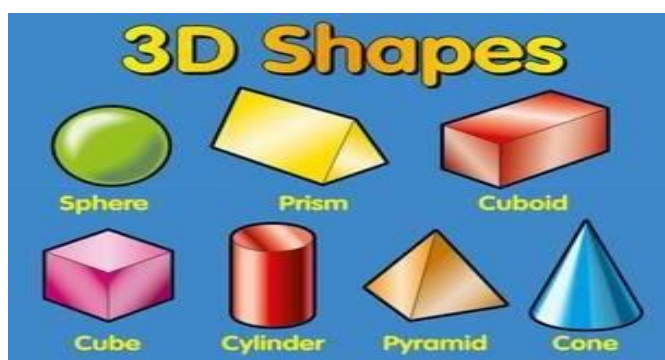
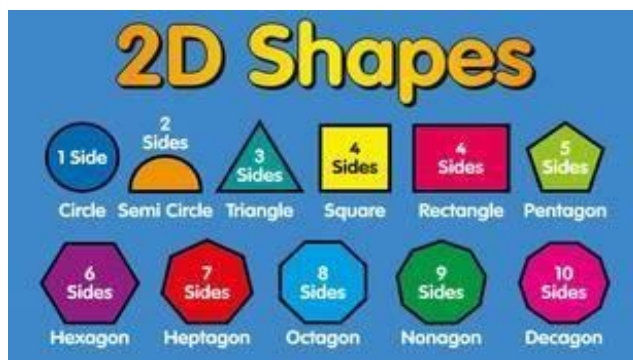
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MATHS

Learning Objectives

- To identify 2D and 3D shapes
- To explore and describe the properties of 2D and 3D shapes



Activity 1: Name and Explore Properties of 3D Shapes

- Look around the room/area and talk about the shapes that you see. A shape hunt is great fun!
- Can you identify these shapes in objects / go and find objects that are these shapes?
- Using a collection of the 3D shapes, explore whether or not each one can roll.
- Sort the objects on a Venn diagram (2 labelled circles) into Roll and Do Not Roll sets.
- Label the shapes with their names. You could use playdough or plasticene to explore making the shapes.

Activity 2: Name and Explore Size and Orientation of 3D Shapes

- Using a collection of 3D shapes/objects, look for different sizes of the same shape (eg large and small balls all spheres, a large cardboard boxes and small wooden blocks are all cuboids).
The size is different but the name of the 3D shape is the same.
- Take an object, say what shape it is. Then turn it upside down, - what can you see now? You may see a different 2D shape facing you but it is still the same 2D shape. Try turning/placing it in different ways. We call facing in different directions **orientation**. We call the flat 2D surfaces **faces**.
The orientation is different, we see different 2D faces but name of the 3D shape is the same.
- Take different 3D shapes and find the different 2D faces you can find. Complete some simple sentences or a chart showing what you find out.
- Play a 'hide-and-peep' game where an adult/partner hides a 3D shape under a cover/in a bag and reveals it a little – guess what shape it is from a little peep and explain why (eg 'I see part of a circle, it could be a cylinder.')

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Activity 3: Identify and Explore the Properties of Cuboids and Cubes

- Find a cuboid and a rectangle shape. Look for how many **rectangle faces** there are on the **cuboid**.
- Find a cube and a square shape. Look for how many **square faces** there are on the **cube**.
Some cuboids can have rectangle and square faces but a cube only has square faces.
- Use 2 or 3 different lengths of straws or sticks along with plasticene blobs or sticky tape to make the shapes of cubes and cuboids. Look carefully at the shape blocks as you work to see whether you need sticks that are the same or different lengths for each shape.
- Using 8 small **cubes** (wooden blocks, multilink) investigate how many different cubes and cuboids you can make.

Activity 4: Identify and Describe 2D and 3D Shapes

- How many names of 2D and 3D shapes can you remember? Make a list (or ask an adult to do so).
- What is the difference between the 2D and 3D shapes? Share ideas with your partner. Now think:
Look at a circle and a sphere: What is the same? They are both round/curved. What is different? The circle can lie flat, but circle does not.
Look at a square and a cube. What is the same? They both have square shapes. What is different? The square lies flat, the cube does not.
REMEMBER: 2D shapes are FLAT but 3D shapes are FAT.
The 2D shapes lie down and we can measure two sides (how high and wide they are).
The 3D shapes stick up and we can measure three ways (how high, wide and deep).
- When we see drawings of shapes we can easily see a 2D shape but 3D ones need some extra marks or shading to show that they have other faces/areas we cannot see.
- Using a Venn diagram (2 labelled sorting circles), sort a range of shapes (or pictures of them) into **2D Shapes** and **3D Shapes** sets.
- You could time yourself doing this and see if a partner can beat your time.
- Play a game of Guess My Shape. Get your partner/group to close their eyes while you pick up a shape and hide it under a cover. Describe your shape (but do not name it!); can they guess which one it is? Take turns to describe and guess the shapes.

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R.E. (RELIGIOUS EDUCATION)

Topic: Being Neighbours

Learning Objectives:

- To retell and respond to the Good Samaritan story
- To talk about the needs of our neighbours – living near and or far away

Activity 1

Listen to a story that Jesus told called The Good Samaritan (based on Luke 10: 25–37):

“One day someone asked Jesus a tricky question, “Who is my neighbour?” Jesus answered by telling one of his stories, called a parable.



There was once a Jewish man who was on a journey from

Jerusalem to Jericho, when robbers set upon him. They stripped him of his clothes, beat him up and left him by the roadside. A priest happened to pass by. He saw the man lying injured and walked by on the other side of the road.

Then another man came along. He went over and looked at the man but then he walked away too.

Next came a Samaritan. When he saw the poor injured man lying in the ditch he went over to him, cleaned his wounds and bandaged them up. Then he helped the man to climb up onto his own animal and took him to an inn, where he could be looked after. Next day the Samaritan gave the innkeeper two silver coins. “Take care of him,” he told the innkeeper.

Jesus ended the story with a question, “Which of the three passers-by was a neighbour to the man?”

Adults Please Explain that Samaritans lived in Samaria and that Jews and Samaritans would have nothing to do with one another. They could not get on because they could not agree about what they believed, so they became enemies. Jesus’ story tells people to think differently.

Talk Time

- Q Can you answer Jesus’ question – “Which of the three was a neighbour to the man?”
- Q How do you think the injured man felt when the first two men walked away?
- Q What did the injured man need?
- Q Why was it strange that a Samaritan helped?
- Q Think of a time when you have helped someone.

Retell the Story

You can do one of these...

Write the story of the Good Samaritan in your own words

Act out the story in a small group/with a partner

Put some pictures from the story in order then tell it to/with a partner

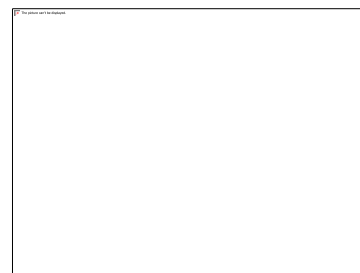
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Activity 2

In the Bible story we have read The Good Samaritan made sure the injured man had what he needed. CAFOD is a group of people who works with our neighbours around the world, no matter who they are or what they believe, to make sure they have what they need.



Look and Talk About

Helping Our Neighbours PowerPoint to show how CAFOD helps neighbours.

Find this at cafod.org.uk/comeandsee – Reveal Focus 4)

- Sort a set of pictures to sort into needs and wants. Talk about the differences between these, emphasising that many of our global neighbours do not have what they need.
- Discuss ways that CAFOD works hard to change this. Make a list of the main types of need some of our global neighbours have (food, health...)
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Key Vocabulary: *neighbour, love, world, Fairtrade, global, family, psalm, share, want, need, charity*

Step it up

- Write the Good Samaritan story; include adjective that tell us about the attitude and feelings of the different characters

Step it down

- Talk about how the different characters in the Good Samaritan felt at different times in the story.

P.S.H.E (Personal, Social, Emotional Health Education)

Learning Objectives

- To identify where we get money from to go shopping
- To identify things we might need to buy and where we might buy them
- To explain how offers and advertising may affect our choices

A full lesson plan and resources can be found at: <https://www.twinkl.co.uk/go>

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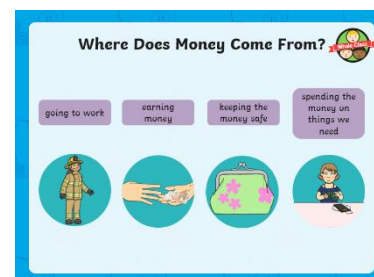
Activity 1: Where does money come from and what can we do with it?

Look at the information in the Powerpoint

Recall the learning we have done about people earning money through going to work, keeping it safe and then spending it on things that they need.

Prepare for Role Play

- Work in groups or with a partner, set up some shops using things you have around you or the printed resources in the pack.
- Decide what items your type of shop will offer. Work together to choose the items for you shop front or counter. Once you have a collection of items to offer in your shop, display different shops these at various points around the room ready for the Shopping List activity.
- Discuss what you might find in each type of shop and whether it is there for sale.



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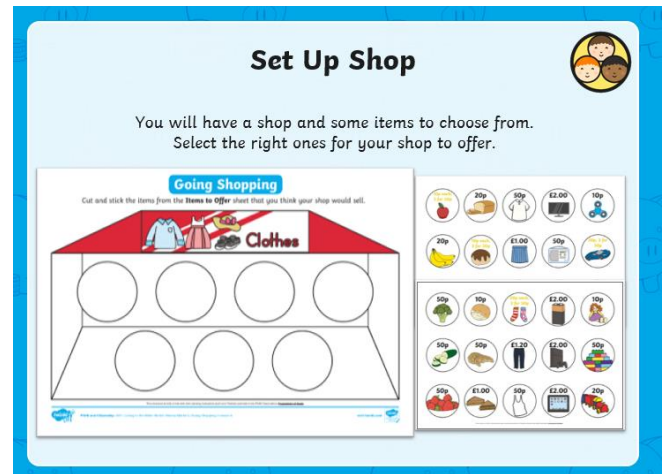
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Activity Two

Role Play Shopping

- You will now go to our pretend shops to buy all the items on your own Shopping List. You could work with a partner for this task.
- You will need to visit the shops that sell the products you need and cross out the coins on your shopping list that you will need to use to buy it. When you have completed your shopping, talk about what you have bought and found out (see below)



Talk Time

- What Affects Our Spending Choices? Did you buy all that you needed? Did you use any offers that that the shops had? Discuss the offers that were available. Did you feel this helped with the shopping?
- Identify if there were any problems with using the offers and what was good about them.
- Think about this: Offers can help us save money but they could also sometimes make us buy things we don't need. Look at the Shop Offers around the room and point out one you think is good value (or discuss one together from a selection). Do all these offers save money? Identify that sometimes offers are not as good value as they seem.

Key Words: *money, buy, shopping, spending, offer, value, shops, items, goods, list, advertising*

Step it up:

- Talk about what things you like to have or buy and whether you have enough money of your own to have these things
- Think of what you or adults do about this: can you always have what you want?

Step it down:

- Talk about who pays for the things in your home. How do they get the money for them?

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TOPIC

Art / DT/ Geography

Learning Objectives:

ART/DT: To use a range of materials and resources to respond to ideas from a story
To represent places, fabric and textures using varied colours, patterns and materials

GEORAPHY: To create a map based on a fictional journey and places

Activity 1 (you may wish to do more than one)

Create pictures/props to match different parts of the story for example

Use oil pastels and mix up shades of green/brown paint to create the woods

Use pastels/chalks to create a cottage

Use patterns to create a nightdress or blanket design for Granny

Use cardboard tubes and collage materials to create character puppets



Activity 2



Write a list of food that Red Riding Hood could take for her tea party with Granny

How much of each type of food would be needed?

You could then draw or collage the items inside a basket with a folding top

Activity 3

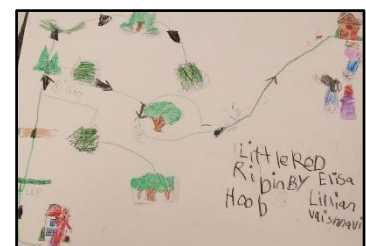
Draw a map showing Red Riding Hood's Journey

Include her own cottage, the woods, Granny's cottage and show the route using a dashed line/arrows

You could also add: the wolf's den, the woodcutter's house and their journeys to Granny's in different colours

Use small symbols or shaded areas to show what/where things are.

You could also look at real maps of local woods to show the symbols/colours used to help people find their way around.



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